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ABSTRACT

This self-paced study guide is designed to meet certification requirements for new Wisconsin teachers in the Wisconsin Vocational, Technical, and Adult Education system. The format is individualized and competency based. The guide must be used with the Performance-Based Teacher Education Modules published by the American Association for Vocational Instruction Materials and an Apple II microcomputer. Seven units are outlined: (1) introduction to teaching vocational education; (2) preparation for teaching; (3) presenting lessons; (4) teaching strategies; (5) delivery systems; (6) instructional media; and (7) additional instructional concepts. Each unit contains the following sections: (1) an introduction; (2) objectives; (3) resources; (4) suggested procedures for completing unit; and (5) assignments for unit. Twenty-four references are included. In addition, an appendix contains lesson plans, a lesson plan rating scale, a lesson evaluation form for preparation before the lesson, and a lesson evaluation form for presenting the lesson. (NLA)

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INTRODUCTION

This course is designed to meet certification requirements in **Methods of Teaching** for new teachers in the **Wisconsin Vocational, Technical and Adult Education (VTAE)** system. The assumption is made that students entering this course have had little or no teaching experience, so the emphasis will be on the basics of preparing for and delivering instruction in **VTAE** classes.

This course is not appropriate for teachers in primary or secondary education nor for **VTAE** teachers with considerable teaching experience. If you have questions about whether or not this course is appropriate for you, contact **Dr. Richard Peter (715-232-1427)** before you start the assignments.

The format of the course is essentially individualized and competency based, supplemented with interactive video, video tape and computer assisted instruction. This will require you to become involved in self-paced and self-directed learning. Some students react favorably to this format while others do not. If you have difficulty in following the study guide, please call your instructor at **Stout.**

TEXTBOOKS

In order to complete this course, you must have access to the **Performance Based Teacher Education (PBTE)** Modules published by the **American Association for Vocational Instructional Materials,** and an *Apple* II computer with a *Whitney* interface card connected to a *VHS* or *BETA* video tape player. The modules are available in the library of each VTAE district. Contact your librarian, local curriculum coordinator, or certification officer if you cannot locate these modules.

RESOURCES

Each unit lists resources which should be available to you in meeting the objectives of that unit. These resources include **PBTE** Modules, computer aided instruction, interactive video modules, and linear video tapes. These resources have been carefully selected and developed to provide you with sources of information about methods of teaching vocational education. Those of you who are new teachers should rely on the reading assignments in the **PBTE** Modules for background information that is important for teachers in the **VTAE** system. Those of you who have teaching experience may wish to scan the contents of the modules and select those

which can be helpful in improving your teaching techniques.

It is recommended that all of the students in this course make use of the interactive video and linear video tapes because there is always something new that can be learned regardless of your teaching experience.

HOW TO PROCEED

Read through this study guide so that you are aware of the types of readings and assignments that are required to complete the course. You will note that each unit contains specific assignments designed to meet the objective of the unit. The assignments for each unit should be sent to your UW-Stout instructor as soon as you complete them. The instructor will evaluate them, write comments where appropriate, and return them to you. Assignments that are judged to be incomplete will also be returned with notes explaining what needs to be done. Questions about assignments are generally discussed by phone. Please feel free to call your instructor whenever you have problems in the course. Your instructor will be **Dr. Richard Peter (phone : 715-232-1427).** Note: If you wish to have your assignments returned to you, include a stamped, self-addressed envelope when submitting each assignment. Send assignments to this address:

Dr. Richard Peter
Industrial & Marketing Education Dept.
University of Wisconsin-Stout
Menomonie, WI 54751

VARIATIONS IN ASSIGNMENTS

This course is designed for use by any **VTAE** teacher who needs to complete Methods for certification purposes. As you know, **VTAE** schools cover a wide range of technical and academic subjects in their course-work. As a general rule, you should complete assignments as stated in this study guide. However, you do have the option of substituting certain activities which might be more relevant to your teaching area. If you wish to substitute one of your own activities for a stated assignment, contact your instructor and explain what you want to substitute. He will determine whether or not your activities will indeed substitute for one or more of the stated assignments and will give you clearance to proceed.

In order to keep the records straight, it helps if you attach a note to variations in assignments to remind your instructor about what is being substituted.

COMPLETION OF THIS COURSE

It is assumed that you will arrange your time so that you can complete all the assignments in one semester. Grades will be sent to the registrar's office at the end of the semester. If you cannot complete this course within that time, please contact your instructor for information on how to extend the time into the next semester, in which case your grade report will show an "incomplete". The "incomplete" can be removed and replaced by a letter grade when all the assignments have been satisfactorily completed. Current university policy allows you one year from the date the "incomplete" was issued in which to complete the course. As stated above, it is strongly recommended that you finish the course during the semester that it is being offered. If you do not finish on time, you take the risk of not having a UW-Stout instructor available to help you with problem areas, and the recording of your final grade might be delayed.

USE OF VIDEO TAPES, COMPUTER ASSISTED INSTRUCTION AND INTERACTIVE VIDEO

This course utilizes interactive video, video tapes and computer assisted instruction as supplemental materials. It will be necessary for you to use these materials to complete some of your assignments. It is recommended that you use all of these materials. Not only will this assist you in grasping the concepts in **Methods of Vocational Education**, but will expose you to the applications of using video and computer technology in education.

GENERAL COURSE OBJECTIVES

By the end of this course, you should be able to:

1. Express verbally some of the objectives, philosophy and background of **VTAE.**

2. Complete lesson plans meeting the criteria listed in the **PBTE** modules.

3. Present several lessons that are rated "satisfactory" or better on the rating scales in the **PBTE** modules.

4. Select appropriate audio-visual aids that will improve the quality of instruction in your class.

5. Demonstrate ability to operate at least five of the most commonly used audio-visual machines used in your department.

6. Select appropriate teaching strategies that will provide the greatest amount of efficiency in arriving at the objectives of the lessons being taught.

Course Content

Unit 1 ***Introduction to Teaching Vocational Education***

- Develop a personal philosophy of vocational education
- Goals of vocational education

Unit 2 ***Preparation for Teaching***

- Assessing student needs
- Writing objectives
- Developing lesson plans
- Selecting instructional materials
- Selecting appropriate delivery strategies

INTERACTIVE VIDEO: DEVELOPING A LESSON PLAN

CAI: WRITING BEHAVIORAL OBJECTIVES

Unit 3 ***Presenting Lessons***

- Introducing a lesson
- Presenting concepts
- Lecture method
- Managing the learning environment
- Inquiry method
- Summarizing a lesson

INTERACTIVE VIDEO: INTRODUCING & SUMMARIZING A LESSON
INTERACTIVE VIDEO: PRESENTING A CONCEPT

Unit 4 ***Teaching Strategies***

- Questioning techniques
- Simulation activities
- Present information with a variety of audio-visual aids
- Small group discussion
- Large group discussion

INTERACTIVE VIDEO: QUESTIONING TECHNIQUES
LINEAR VIDEO: GROUP DISCUSSION

CAI: SELF ASSESSMENT

Unit 5 ***Delivery Systems***

- Direct laboratory experience
- Problem solving techniques
- Project method
- Give a demonstration
- Individualize instruction

INTERACTIVE VIDEO: DEMONSTRATE A MANIPULATIVE SKILL
LINEAR VIDEO: DIRECTING LABORATORY EXPERIENCE

Unit 6 ***Instructional Media***

- Select & develop written instructional materials
- Select & use audio-visual resources
- Operate audio-visual equipment

Unit 7 ***Additional Instructional Concepts***

- Field trips
- Outside resources & speakers
- Instructional management
- Safety programs
- Resource centers
- Professional organizations

Instructions for Interactive Video & CAI

Video Tape Player

1. Place video tape in player.
2. Make sure video tape is completely rewound before proceeding .

Computer

1. Place disk in drive one with label up and toward you. Drive one should be on the left side of side by side drives and on the top of stacked drives.
2. Depress the cap lock.
3. Turn the computer on (the switch is normally on the back left of the computer).
4. Enter your name when asked.
5. Press return to move to the next screen, after reading text or entering a response. The blinking square is a reminder to press return.
6. To change a response use the left arrow key to move the cursor back and type over the response.
7. You may pause the video tape by pressing the space bar, to restart the tape press the space bar again.

To Quit

1. Turn off computer.
2. Open door on computer disk drive, remove computer disk and place the disk in its envelope.
3. VCR should automatically rewind. If it does not rewind, press the rewind button and rewind tape.
4. Press eject button on VCR, remove the tape, and place it in its case.
5. Turn off VCR and main power strip.
6. Return materials.

If you are not familiar with the equipment or have problems with the equipment please consult with someone in the computer or media department at your school. Please note that because of differences in equipment, the equipment you are using may operate in a slightly different manner then described above. If you have a problem that can not be resolved or have trouble obtaining access to the equipment please contact your instructor at ***UW-Stout.***

UNIT I

INTRODUCTION TO TEACHING VOCATIONAL EDUCATION

INTRODUCTION

This introductory unit is designed to provide an orientation to vocational -technical education and the type of students who will be enrolled in your classes. It is also very important that you have a philosophy of vocational education or some beliefs about what your role is as an instructor in the Wisconsin VTAE ssystem

OBJECTIVES

At the conclusion of this unit, you should be able to

1. identify the philosophy and major goals of your VTAE district.

2. explain your philosophy of vocational education.

3. describe the types of students who enroll in your program.

RESOURCES

1. **PBTE** Module I-3, "Develop an Active Personal Philosophy of Education".

SUGGESTED PROCEDURES FOR COMPLETING THIS UNIT

1. Read **PBTE** Module I-3, "Develop an Active Personal Philosophy of Education".

2. Read the philosophy and goals of your **VTAE** district (copies are usually available from your department chairperson).

3. Discuss your philosophy of vocational education with another instructor.

ASSIGNMENTS FOR UNIT I

1. Write a one-page report that describes the types of students who enroll in your program. What types of backgrounds do they have and are there any general deficiencies that you have noted? What type of employment will the students have as they leave your program?

2. Write a one-page report in which you describe the course(s) you are teaching. What teaching methods work best for you?

3. Write a one-page report on your philosophy of vocational education, and point out agreements and/or disagreements you might have with the stated philosophy and goals of your **VTAE** district.

UNIT II

PREPARATION FOR TEACHING

INTRODUCTION

A large measure of success in teaching depends upon how well the teacher prepares to teach. The preparation includes an understanding of the students and their specific needs, a well-planned course, and facilities that assist the students and instructor in the learning process. This unit deals specifically with learning, motivation, analysis, objectives, lesson planning, activities and managing a facility.

OBJECTIVES

At the conclusion of this unit, you should be able to

1. apply general psychological principles of how people learn.
2. recognize individual learning characteristics and learning styles.
3. select appropriate special education techniques for special students such as handicapped/disadvantaged.
4. assist students in developing self discipline.
5. select the best method for putting content into action, such as lecture, small group, etc.
6. write behavioral objectives and develop lesson plans which include teacher and student activities.
7. design instruction for special needs students.

RESOURCES

1. **PBTE** Module B-1, "Determine Needs and Interests of Students".
2. **PBTE** Module B-2, "Develop Student Performance Objectives"
3. Computer Assisted Instruction disk on "Writing Behavioral Objectives".
4. **PBTE** Module B-4, "Develop a Lesson Plan"

5. Interactive Video on "Developing a Lesson Plan".

6. **PBTE** Module B-5, "Select Student Instruction Materials".

7. **PBTE** Module B-6, "Prepare Teacher-Made Instructions/Materials.

8. **PBTE** Module C-14, "Provide Instruction for Slower and More Capable Learners".

9. **PBTE** Module C-30, "Provide for Students' Learning Styles"

SUGGESTED PROCEDURES FOR COMPLETING THIS UNIT

1. Read **PBTE** Module B-2, "Develop Student Performance Objectives".

2. Complete the CAI on "Writing Behavioral Objectives".

3. Read **PBTE** Module B-4, "Develop a Lesson Plan".

4. Complete the interactive video on "Developing and Using a Lesson Plan".

5. Read **PBTE** Module B-5, "Select Student Instructional Materials".

6. Read **PBTE** Module B-6, "Prepare Teacher-Made Instructional Material".

7. Read **PBTE** Module C-14, "Provide Instruction for Slower and More Capable Learners".

ASSIGNMENTS FOR UNIT II

1. Write one page about what you have learned about individual learning characteristics of students. How do you attempt to meet individual needs in your classes?

2. The assumption is made in this unit that you have already developed lesson plans for your courses according to the format used in your **VTAE** school. Review and revise these plans as needed so that they contain performance objectives, content outlines and activities to accomplish the stated objectives. For an example of the lesson plans shown in the interactive video lesson see pages 24-29 of this study guide.

Select at least one week's set of lesson plans that you have taught in one of your classes and evaluate them using the rating scale which appears on page 30 of this study guide.

Send copies of your lesson plans and the rating scale to your Stout instructor for his evaluation.

3. Review the instructional materials (student handouts, etc.) that you use in your classes and revise them as needed so that they meet the criteria stated in **PBTE** Module B-5, "Select Student Instructional Materials". Send your instructor five examples of student instructional materials that you use in your class, and explain how each is used to supplement your teaching.

UNIT III

PRESENTING LESSONS

INTRODUCTION

As the prior unit pointed out, lesson planning is very important for good teaching to occur and a teacher must have a good "game plan" in order to be successful. But the proof of the "plan" is found in how well it is carried out in the classroom and laboratory.

This unit deals with techniques for introducing, presenting, and summarizing lessons. It is important to begin each class on a positive note that will motivate students to accomplish the objectives established by the instructor. It is equally important to bring the lesson to appropriate closure by summarizing the main points of the lesson.

OBJECTIVES

At the conclusion of this unit, you should be able to

1. introduce a lesson in an interesting way to motivate students to learn.
2. state the performance objectives for the lesson and explain their importance to the class.
3. organize and manage the learning experience.
4. guide individual student learning activities.
5. use appropriate questioning techniques.
6. summarize a lesson.
7. present a lesson to be critiqued.

RESOURCES

1. **PBTE** Modules C-10, "Introduce a Lesson".
2. **PBTE** Module C-11, "Summarize a Lesson".

3. **PBTE** Module C-17, "Demonstrate a Concept or Principle".

4. Interactive Video on "Introducing and Summarizing a Lesson".

5. **PBTE** Module C-15, "Present an Illustrated Talk".

6. Interactive Video on "Presenting a Concept".

SUGGESTED PROCEDURES FOR COMPLETING THIS UNIT

1. Read **PBTE** Modules C-10, C-11, C-15, and C-17.

2. Complete the interactive video on "Introducing and Summarizing a Lesson".

3. Complete the interactive video "Presenting a Concept".

ASSIGNMENTS FOR UNIT III

1. Write out 3 lesson plans on 3 topics that you will be teaching in one of your classes in the near future. Pay particular attention to the introduction and summary for each lesson.

2. Teach the 3 lessons you have prepared.

3. Critique your 3 lessons using ideas contained in the check lists at the end of Modules C-10, C-11 and C-15. Send the 3 lesson plans with their critiques to your instructor.

4. Review the two lesson evaluation forms which appear on the following pages. Refer to these forms as you prepare your lessons for a week. Write a one-page report on how a new teacher might improve instruction through the use of such check lists in planning lessons.

5. Ask your department supervisor to recommend a colleague who can evaluate your teaching in at least two classes using the two evaluation forms on pages 31 & 32. Write a one-page reaction to the use of the checklists in your classes and send it together with your evaluated checklists to your **Stout** instructor.

UNIT IV
TEACHING STRATEGIES

INTRODUCTION

This unit will include teaching strategies that are both teacher-oriented (typically large-group size) and student-oriented (the individualized instruction approach).

The teacher-oriented methods are the tried and tested methods that we know will work. It is essential that you learn to use them effectively so that it will be possible to adapt them to new learning situations in imaginative and creative ways.

Much emphasis today is placed upon the student learning at his or her own rate so that in theory each student in a class could be in a "different location" in the course. There are methods that do help provide for this individual flexibility as well as the flexibility of grouping your students.

OBJECTIVES

At the conclusion of this unit, you should be able to

1. react sensitively to needs and feelings of students.
2. present information by using effective communication skills.
3. create student involvement and participation in discussion.
4. conduct small group discussions.
5. employ brainstorming techniques.
6. utilize appropriate questioning techniques.
7. use simulation and replication activities.
8. direct students in instructing other students.
9. involve students in applying problem-solving techniques.
10. use a variety of teaching strategies in presenting course content.

RESOURCES

1. **PBTE** Modules C-1 to C-6, C-8, C-9, C-12, C-13, C-14, C-19 to C-30.

SUGGESTED PROCEDURES FOR COMPLETING THIS UNIT

1. Complete the computer assisted "Self Assessment" and select at least 5 of the **PBTE** Modules that you feel will help you in your class.

2. Complete the interactive video on "Questioning Techniques".

3. View the video on "Group Discussion".

ASSIGNMENTS FOR UNIT IV

1. After you have read at least 5 of the **PBTE** Modules, write one paragraph (or more) on each, stating how the teaching strategy presented in that module might be used in your class to improve instruction.

2. Contact your department supervisor for a recommendation of other instructors whose classes you might observe. Visit at least two classes of other instructors. Write a one-page reaction to the teaching strategies that you observed in those classes.

3. Write a half-page report on why group discussion would be an effective tool in your class. If you do not feel group discussion will be useful in your class, explain why not.

UNIT V

DELIVERY SYSTEMS

INTRODUCTION

There is a wide variety of delivery systems used in teaching vocational education. Simply stated, these are systems or methods for providing both theory and practice in a **VTAE** setting. Previous units in this course have dealt with the most common delivery system for presenting theory or content, and that is the lecture-discussion method.

This unit deals with how teachers provide practical experience which reinforces the theory and concepts taught in the class. Obviously, the most common delivery system used for practical experience in the VTAE is the laboratory experience so this unit deals primarily with delivery systems used in labs and shops.

Teachers enrolled in this course who do not teach in labs or shops are still encouraged to complete this unit because they should be acquainted with the various delivery systems used in the **VTAE** schools. Some of these systems, such as individualized instruction, can apply to teaching general studies as well as it applies to lab experiences.

OBJECTIVES

At the conclusion of this unit you should be able to

1. guide student learning in theory as well as practical application of the course content.

2. explain how a laboratory is organized and managed.

3. provide experiences which help students to become self-learners.

4. demonstrate a manipulative skill (if skill development is part of the course requirements) or explain how a manipulative skill can be taught (if you are not teaching in a technical area).

5. individualize instruction.

RESOURCES

1. **PBTE** Modules C-7, "Direct Student Laboratory Experience".

2. **PBTE** Module C-8, "Direct Students in Applying Problem-Solving Techniques".

3. **PBTE** Module C-9, "Employ the Project Method".

4. **PBTE** Module C-16, "Demonstrate a Manipulative Skill".

5. **PBTE** Module C-18, "Individualize Instruction".

SUGGESTED PROCEDURES FOR COMPLETING THIS UNIT

1. Read at least 2 of the **PBTE** Modules listed under "Resources".

2. Complete interactive video on "Demonstrating a Manipulative Skill".

3. View video tape on "Directing Student Laboratory Experiences".

ASSIGNMENTS FOR UNIT V

1. Write a half page report on each of the PBTE Modules that you selected in #1 above. Explain how the ideas contained in the modules might apply to your teaching situations.

2. <u>For teachers with laboratory classes</u>: Use the check list at the back of Module C-16 to develop a lesson plan for demonstrating a manipulative skill. Present the demonstration to your class. Write a critique (or fill in the check list) after your presentation which is your self-evaluation of your demonstration. Send a copy of your lesson plan and your critique to your instructor.

   <u>Alternative for teachers who do not teach lab courses:</u> Visit a lab class of another instructor in your school. Observe the teaching techniques he/she uses. Write a report on the similarities and differences in the techniques you observe in comparison to your teaching situation. Send the report to your instructor.

3. Write a half page report on how you use (or could use) individualized instruction in your class. If you see no potential for individualized instruction in your class explain why it is not an appropriate delivery system in your teaching area.

UNIT VI

INSTRUCTIONAL MEDIA

INTRODUCTION

Modern educational techniques require the use of a variety of types of audio-visual equipment. This course requires you to incorporate instructional media in your class and requires you to possess a degree of skill in the operation of the common types of equipment being used in our **VTAE** schools.

OBJECTIVES

At the conclusion of this unit, you should be able to

1. identify and select appropriate written resources for use in your class.

2. identify and select audio-visual resources for use in your class.

3. incorporate the use of instructional media in your daily coursework.

4. operate the audio-visual equipment that is commonly used in your department.

RESOURCES

1. **PBTE** Modules C-21, C-22, pages 7-10 and 27-28, C-23, pages 8-11 and 21-24; C-24, pages 9-10, 19-21, 26-29, 41-43; C-25, pages 6-11, C-26, pages 39-41; C-27, pages 25-28.

SUGGESTED PROCEDURES FOR COMPLETING THIS UNIT

1. Read PBTE modules which describe the use of audio-visual materials as listed on the previous page.

ASSIGNMENTS FOR UNIT VI

1. Discuss your teaching assignment with your department chairperson or another staff member who is teaching in your department and identify what audio-visual materials are available in your area of instruction. Develop and send a list of audio-visual materials that could be used in

your classes. List these resources by author, title and publisher.

2. Operate the following equipment in your school if it is available:

   a. 16 mm projector (C-25, page 25)
   b. 35 mm carousel slide projector (C-24, page 49)
   c. 35 mm filmstrip projector (C-24, page 49)
   d. overhead projector (C-23, page 51)
   e. others you need for your teaching assignment

   Evaluate your ability to use this equipment with the "Teacher Performance Assessment Form" in the **PBTE** modules listed. You should read the assessment form, operate the piece of equipment and then mentally rate your performance. If you have problems, do not hesitate to seek help. Write a half-page report on how you use audio-visual materials and equipment in your class.

3. Meet with your supervisor for suggested sources of audio-visual materials. Obtain catalogs or addresses that you can contact for materials applicable to your courses. Assemble these into a file or files. Your files should contain textbook catalogs, film catalogs, technical equipment materials, and catalogs, other audio-visual materials applicable to what you are and/or will be teaching. Write a half-page report on what type of resource materials you have collected.

UNIT VII

ADDITIONAL INSTRUCTIONAL CONCEPTS

INTRODUCTION

Some people are surprised to find that teaching is an extremely complex interaction of students, teachers and a variety of experiences designed to meet certain goals. The teacher should be familiar with a wide variety of teaching modes that may be utilized to provide the best learning situations for students. Furthermore, the teacher must evaluate and assess what learning is taking place to make sure that the goals of the courses are being met.

This unit is designed to present various teaching modes such as the use of outside resources, community involvement and student or professional organizations. It also provides an introduction to the area of instructional management.

OBJECTIVES

At the conclusion of this unit, you should be able to

1. use outside resources such as speakers, field trips and professional materials.
2. determine work experiences beneficial to students in the class.
3. incorporate concepts from on-the-job training experiences into coursework.
4. encourage student participation in regional, state and national trade and professional organizations.
5. provide for student safety.
6. identify instructional resource needs.
7. organize and manage classrooms and laboratories as appropriate to your area.

RESOURCES

1. **PBTE** Modules C-1, C-20, E-1, E-2, E-5, E-8, E-9 and E-10.

SUGGESTED PROCEDURES FOR COMPLETING THIS UNIT

1. Read one or more of the **PBTE** Modules listed under Resources to increase your knowledge in that area of instructional learning.

ASSIGNMENTS FOR UNIT VII

1. Select one of the **PBTE** Modules listed under Resources and write a one page report on how you (can) implement that teaching technique in your area.

APPENDIX

This course was developed by the *University of Wisconsin-Stout* with additional funding provided by the *Wisconsin Board of Vocational, Technical, and Adult Education.* The contents of this course may not be reproduced without the permission of the *University of Wisconsin-Stout* .

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Dr. Virginia Peter *Group Discussion*
Dr. Robert Hendricks *Directing Laboratory Experience*
Mr. Steve Pelican *Demonstrating a Manipulative Skill*
Mr. Larry Laird *Demonstrating a Manipulative Skill*

LESSON PLAN

Unit No. _____ Lesson No. _____ Time Required _____

Course Title _____

Lesson Title _____

Behavioral Objective/s _____

_____

_____

_____

References and Pages: _____

_____

Instructional Aids:	Tools, Equipment and Materials:

Teacher (Introduction, Presentation, Summary and Evaluation)	Time	Student (Questions, Activities)

LESSON PLAN

Unit No. _____ Lesson No. _____ Time Required 6 min.

Course Title Carpentry

Lesson Title Portable Circular Saw

Behavioral Objective/s Given a circular saw, the student will be able to make an accurate cross-cut with the tool, and operate it safely; plus pass a safety test with a score of 100%.

References and Pages: Modern Carpentry pgs. 27-30

Instructional Aids:	Tools, equipment, and materials:
Handout	Circular saw Square

Teacher (Introduction, Presentation, Summary and Evaluation)	Time	Student Involvement (Discussion questions, notes, other activity)
Start Saw – NOISE This is a portable circular saw. It is one of the most versatile and useful tools a carpenter has. It can also be the most dangerous. Today we will learn how to make an accurate and safe cut using the circular saw. Two part test: operational and safety Handout 1. Safety - General Safety a. Saw safety 1. Electrical safety 2. Saw adjustments and blade 3. Firm grasp of tool and stock 4. Clear area + clear head b. Personal safety 1. Safety glasses 2. Noise protection 3. Dress 4. Attitude 2. Make a cross-cut a. Proper adjustment + blade b. Make layout line or clamp straight edge c. Grasp saw firmly – forefinger ready at switch d. Other hand firmly holding stock – away from cutting line e. Rest base on work f. Align guide mark with layout line g. Turn on switch – allow saw to reach full RPM h. Feed smoothly through cut i. At completion of cut, release switch and hold saw until blade stops.		Has anyone ever used a circu. saw? Do you think you used it correctly? What makes this tool potential dangerous? Would this electrical cord be sa to use?

Kickback and Circling

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INDUSTRIAL DRAFTING I 421-300

LECTURE #6
Time - 50 min.

SUBJECT -

I Industrial Product Design and Drafting
II Orthographic Drawing

BEHAVIORAL OBJECTIVES:

1) The student will be able to describe the drawings that are produced from original design to final assembly

2) The student will be able to identify an orthographic drawing and be able to produce a sketch from a given pictorial drawing

EQUIPMENT AND TEACHING AIDS:

1) Actual Industrial Drawings

   a. Design Illustration
   b. Lay-out design drawing
   c. Detail drawing
   d. Assembly drawing
   e. Part manual

2) Slide Projector
3) Orthographic Projection Slides
4) Student Worksheet Orthographic Projection

STUDENT ASSIGNMENT:

READ - ENGINEERING DRAWING - Pages 120-164

LESSON OUTLINE

I. INTRODUCTION TO INDUSTRIAL PRODUCT DEVELOPMENT. (MAIN EMPHASIS ON TYPES OF DRAWINGS REQUIRED.)

- A. Design Illustration
- B. Lay-out Design Drawing
- C. Detail - Drawing
- D. Assembly Drawing
- E. Parts Maintenance Manuals
- F. Summarize

II. ORTHOGRAPHIC PROJECTION

- A. Definition
- B. Importance
- C. Present Slides
- D. Preview Procedure (3 view)
- E. Describe Drawing Procedure
- F. Summarize
- G. Distribute Worksheet

Lesson Plan 2.1

UNIT:	An Introduction to BASIC - the Program, System Commands
LESSON TOPIC:	The BASIC Program - composition and logic
OBJECTIVE:	The student will be able to state some of the rules of the BASIC programming language that are common to all BASIC programs and will be able to write elementary BASIC statements.
INTRODUCTION: 5 minutes	During the previous unit, you discovered many new facts about computers and programs in general. You learned definitions which applied to hardware, software, procedures and applications. This unit sharpens our focus to the BASIC language and to the IBM PC hardware. You must use a two-fold approach to master BASIC. First you will master the grammatical rules of the language, like how to write statements. Second, you will master the logical rules, like which statements should precede which other statements in a program. You may notice that BASIC is similar to English in that both have rules of grammar and rules of sentence structure. By applying the rules, using statements as building blocks, drawing upon soon-to-be-learned techniques of structure and skills of hardware operation, you will be able to create BASIC software which can process data into useful information.
METHOD:	Listening, recalling assigned reading, looking at transparencies and teacher's examples written on the board.
LEARNING ACTIVITY: 45 minutes	Using the text, pp21-42 as an outline, instructor alternately polls students' understanding of key terms such as BASIC language keywords, rules of grammar, and programming concepts; and offers reenforcing examples or analogies. Student views overhead transparencies to see illustrated a number of simple language structures, including very short program segments. Since this is early in the course, students are actively encouraged to practice asking questions where points are unclear or insufficiently explained. Simple handout program with input and output will be used as a vehicle to demonstrate how language is used to solve problems.
RESOURCES:	Textbook, overhead transparencies, copies of teacher-prepared program handout for each student.
EVALUATION: 10 minutes	Students will answer three questions selected at random from the eighteen listed on "Test Your BASIC Skills, p46. This quiz will be graded and returned at the next class meeting.
SUMMARY: 5-15 minutes	Students will review all 38 "What You should Know" statements on pp42-44 and, seek clarifiation on the five least understood points.

BROAD COMPETENCY: Identify the principles of food preparation with marketing, and an introduction to nutrition. The preparation, Selection and Use of Foods.

OVERVIEW: The student must develop an interest in and an understanding and appreciation of the nutritive value of foods, have a working knowledge of principles of food preparation, and to foster an understanding of the principles of sanitation as these apply to the work centers and procedures used in food preparation and clean-up.

CONTENT TOPICS	LEARNING OUTCOMES	LEARNING ACTIVITIES	RESOURCES
1. Introduction to Nutrition	1. Explain the importance of carbohydrates, fats, minearals, vitamins, water, interrelationships of nutrients, meeting nutrient needs.	1. Attend lecture/ discussion. Read text, pp. 1-15	1. Text:Vail, Phillips, Rust, Griswold, Justin. Foods, 7th Ed. Food Guides, Nat'l Dairy Council
2. Consumer Protection	2. Describe structure of gov't protection of foods; state and local protection.	2. Attend lecture/ discussion. Read text, pp 17-29	2. Text USDA & FDA handouts
3. Sanitation in Food Preparation and Service	3. Discuss the need for personal hygienic practices and kitchen care of equipment.	3. Attend lecture/ discussion. Read text pp. 30-36	3. Text
4. Fruits	4. Describe classification, ripening, storage, selection, nutritive value and preparation of fruits.	4. Attend lecture/ discussion. Lab presentation of variety of fruits. Read text pp. 37-58	4. Text Seasonal Fruit Handout sheet
5. Vegetables	5. Describe classification, selection, storage, color, flavor, nutritive value, preparation, and serving of vegetables.	5. Attend lecture/ discussion. Read Text pp. 59-83 Lab presentation of variety of vegetables.	5. Text Seasonal Veg. Handout sheet

University of Wisconsin-Stout
Menomonie, Wisconsin

NAME _____ DATE _____

LESSON PLAN RATING SCALE

Directions: Select one week's lesson plans (5 plans) from one of your classes. Evaluate your lesson plans using the criteria listed below. Enter your evaluation in the "Self Rating" column. Your supervisor or Stout instructor will evaluate your plans in the other column. Use the ratings that appear below.

5 - Outstanding	Very complete, exceptional
4 - Very Good	Requirements excelled
3 - Average	Requirements met adequately
2 - Below Average	Most of the requirements met
1 - Needs Improvement	Few of the requirements met

Criteria	Self Rating	Instructor Rating
1. Performance Objectives	5 4 3 2 1	5 4 3 2 1
2. Instructional Aids	5 4 3 2 1	5 4 3 2 1
3. References	5 4 3 2 1	5 4 3 2 1
4. Introduction	5 4 3 2 1	5 4 3 2 1
5. Content-Teacher Methods	5 4 3 2 1	5 4 3 2 1
6. Content-Student Learning Activities	5 4 3 2 1	5 4 3 2 1
7. Summary	5 4 3 2 1	5 4 3 2 1
8. Evaluation	5 4 3 2 1	5 4 3 2 1

Comments:

Stout Instructor or Supervisor: _____ Date _____

Industrial & Marketing Education Dept.
UW-Stout

LESSON EVALUATION FORM-PREPARATION BEFORE THE LESSON

Presenter _____ Evaluator _____ Date _____

Topic _____ School _____

Type of Lesson: ___ Cognitive ___ Psychomotor ___ Combination

Point Scale: 5-Excellent; 3-Satisfactory; 1-Unsatisfactory; 0-Not Applicable

	Pts.	Criteria	Comments
PREPARATION		1. Developed suitable lesson plan.	
		2. Content suitable.	
		3. Objectives appropriate.	
		4. Teaching materials organized (tools, equipment, AV, models, etc.)	
		5. Consideration made for facility and interference factor.	
		6. Dressed appropriately.	
		7. Identified lesson evaluation techniques.	
		8. Copy of lesson plan for evaluator.	
		9. Other:	

COMMENTS:

LESSON EVALUATION FORM-PRESENTING THE LESSON

Point Scale: 5-Excellent; 3-Satisfactory; 1-Unsatisfactory; 0-Not Applicable

	Pts.	Criteria	Comments
INTRODUCTION		1. Assured students could hear and see.	
		2. Initiated attention and motivation.	
		3. Articulated with previous lessons and course.	
		4. Clarified objectives and proficiency level.	
		5. Other:	
PRESENTATION		6. Explained the "how" and "why", and "safety" of lesson.	
		7. Presented information or skill with ease.	
		8. Explained new terms clearly.	
		9. Obtained feedback at key breaks to check comprehension.	
		10. Other:	
SUMMARY		11. Re-emphasized safety.	
		12. Reviewed major steps.	
		13. Utilized student activity in the summary.	
		14. Provided opportunity for immediate student application.	
		15. Other:	
THROUGHOUT LESSON		16. Used appropriate voice control.	
		17. Displayed enthusiasm.	
		18. Talked to "all" students.	
		19. Involved students in presentation.	
		20. Used teaching aids skillfully (models, AV, etc.).	
		21. Maintained student interest and attention.	
		22. Appropriate questioning technique.	
		23. Accurate spelling and grammar.	
		24. Followed lesson plan.	
		25. Demonstrated good control of class.	
		26. Other:	

COMMENTS: